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ABSTRACT

The report of a survey of testing practices in the school systems of the state of Connecticut is presented. Completed at the end of the 1973-74 school year, the survey constituted the second phase of a planned series of inquiries into evaluation programs and procedures at the local level. The general purpose of the investigations is to provide information for the State Department of Education and for local school systems which would be useful in improving local evaluation programs, procedures, and competencies. Information is gathered about planning and administration of testing programs, the grade levels in which tests are given, the specific tests or batteries used, the changes anticipated for next year, sources of information used in the past, suggestions from school personnel for new sources of information and for future workshops or conferences, unusual practices in some school systems, and the status of the development and use of behavioral objectives, criterion referenced tests, and attempts to measure non-cognitive outcomes of education. (Author/MV)

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THE ADOPTION AND MANAGEMENT OF TESTING PROGRAMS

IN CONNECTICUT SCHOOLS

SECOND REPORT

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THE ADOPTION AND MANAGEMENT OF TESTING PROGRAMS IN CONNECTICUT SCHOOLS

A Sampling Study

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INTRODUCTION

This bulletin presents the report of a survey of testing practices in the school systems of the State of Connecticut. Completed at the end of the 1973-74 school year, the survey constituted the second phase of a planned series of inquiries into evaluation programs and procedures at the local level.* The general purpose of the investigations is to provide information for the State Department of Education and for local school systems which would be useful in improving local evaluation programs, procedures, and competencies.

The first phase constituted a broad survey of testing practices in the State. The second phase of this investigation concerned (1) an updating of the data of the first phase three years later, and (2) the identification of some interesting and unusual practices in evaluation being carried out or tried out in some of the school systems of the State.

*The first phase of this study is reported in: The Adoption and Management of Testing Programs in Connecticut Schools. February, 1972. Bureau of Research, Planning and Evaluation, State Department of Education, Box 2219, Hartford, Connecticut 06115. 27 pp.

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I

BACKGROUND

Purpose of the Survey

The purpose of this survey was to provide the State Department of Education data to assist in the improvement of measurement and evaluation practices in the schools of the state. Such improvement involves knowledge of present practices so that local boards of education may be made more aware of what other school systems in the state are doing and so that programs may be developed to increase competencies in measurement and evaluation through workshops, conferences, or other means at the local, regional, or state level.

In this survey information has been gathered about planning and administration of testing programs, the grade levels in which tests are given, the specific tests or batteries used, the changes anticipated for next year, sources of information used in the past, suggestions from school personnel for new sources of information and for future workshops or conferences, unusual practices in some school systems, and the status of the development and use of behavioral objectives, criterion-referenced tests, and attempts to measure non-cognitive outcomes of education.

The survey provides answers to such questions as:

1. Who is responsible for planning the testing program, selecting specific tests, administering them, and recording the results?

2. How are tests scored, what type of derived scores and norms are used?

3. Where are the results stored, who has access to them, and are results reported to parents?

4. In what grades and at what time of year are pupils tested in general ability, general achievement, differential aptitudes, reading, interests and personality?

5. Which published tests and batteries are most frequently used? Is the same test series used throughout the grades?

6. How wide-spread is the use of behavioral objectives and of criterion-referenced tests?

The Sample

Data presented in sections II through VI of this survey represent the same twenty percent stratified random sample of the 129 towns not participating in regional districts and of the 14 regional districts that was used in the phase 1 survey taken in 1971, and therefore are an updating of that survey.

For sections VII through X an additional twenty percent stratified random sample was drawn, representing, in 1974, 125 towns not participating in regional districts and 16 regional districts.

Table 1 shows the population stratifications for the towns, and the number of school systems constituting the two samples of 29 from each category, and the code capital letter used in some tables to identify the town size. Small letters further identify each school system, to allow detailed pursuit of a particular system from table to table.

All school districts selected for sections II through VI were contacted either by visit or telephone, so that the use of substitute districts or re-drawing the sample was not necessary. The additional sample of 29 systems was contacted by letter with return postcard for additional data for sections VII through X, with follow-up by telephone. All data were collected during June, 1974.

Data in the tables to follow may be read for a certain town size, or from totals representing number of towns of the sample, or percent of the 29 districts questioned.

TABLE 1

TWO TWENTY-PERCENT SAMPLES OF CONNECTICUT SCHOOL DISTRICTS

Population of Town	"First Phase" (Sections II-X)		Additional for "Second Phase" (Sections VII-X)		Code
	Number of Towns or Districts	Number in Sample	Number of Towns or Districts	Number in Sample	
Over 100,000	5	1	5	1	A
50,000-99,999	11	2	11	2	B
25,000-49,999	17	4	17	4	C
10,000-24,999	41	8	41	8	D
5,000-9,999	24	5	24	5	E
Under 5,000	30	6	26	6	F
Regional Districts	14	3	16	3	G
Totals	142	29	140	29	

Limitations

Summarizations which combine school systems of differing sizes, and grade testings of widely differing enrollments suggest the need for care in the wording of generalizations that may be made therefrom. Inferences that a phenomenon found in, say, 25 percent of the systems of this sample applies to 25 percent of the systems of the 169 towns of the state, or for 25 percent of Connecticut school pupils should be made with extreme caution.

It must also be pointed out that this survey did not seek information on how many pupils were tested or papers scored, and did not involve levels of ability or achievement indicated by test results. This is rather a survey of the planning and administrative phases of testing programs.

II

RESPONSIBILITY FOR TESTING PROGRAMS

Eleven of the twenty-nine school districts comprising the first phase sample have Directors of Pupil Personnel, but five of these delegate to others the duties of coordinating testing programs. In two of the twenty-nine systems, an Assistant Superintendent is the coordinator. In another two, Guidance Directors function in this capacity for both elementary and secondary grades, and in eleven systems for secondary only, including junior high schools. Eight districts use testing committees, and two more use committees in an advisory capacity, with the Superintendent serving on many of them.

Table 2 shows that Guidance Directors most frequently carry both responsibility for planning programs and for selecting the tests, especially in towns of less than 50,000 population. Guidance personnel are also represented on most testing committees, so that they are responsible in some way for both the program and test selection in from 50 to 60 percent of the systems. In towns of population 50,000 - 100,000 the Director of Research or the Director of Testing assumes both responsibilities. Two towns of the sample of population 10,000 - 25,000 employ Directors of Elementary Testing, and in smaller districts the Elementary Principal, who is sometimes also the Superintendent, performs both functions.

It should be noted that responsibilities are divided for elementary and secondary grades in towns where the Elementary Principal handles his grades and the high school Guidance Director the upper grades, and in towns where, as in the case of six systems, pupils attend high school as tuition pupils in neighboring towns.

Compared with the 1971 survey, there are a few more high school Guidance Directors involved in responsibility for programs and test selection, and the two Directors of Elementary Testing and one Director of Elementary Guidance are new to the scene.

TABLE 2

RESPONSIBILITY FOR PLANNING THE TESTING PROGRAM

AND FOR THE SELECTION OF TESTS

TABULATED BY DISTRICT SIZE

Person or Group Responsible	Planning Testing Program			Selection of Tests		
	Tabulation By District	N	Total Percent of 29	Tabulation By District	N	Total Percent of 29
Superintendent or Assistant	CCDDEG	6	21	CDEG	4	14
Administrative Council	D	1	3			
Elem. Principal	DDFFFFFG	8	28	DDFFFFFG	8	28
Director of Pupil Personnel	ACDDFG	6	21	ACDDFG	6	21
Director of Research or Director of Testing	BB	2	7	BB	2	7
Director of Elementary Testing	D 1	1	3	DD	2	7
High School Director of Guidance	CDDDDE FFFFFGG	13	45	CDDDDE FFFFFGG	13	45
Director of Elementary Guidance	F	1	3	F	1	3
Committee	CDEEE	5	17	CCDDDEEE	8	28

III

DATA ON TESTS IN USE

Data on tests or batteries presently in use in the 29 school districts have been classified in categories of (1) general ability, (2) achievement batteries, (3) high school achievement tests, (4) reading readiness, (5) reading tests excluding readiness and those included in achievement batteries, (6) batteries, testing differential aptitude, (7) special aptitude batteries, and (8) interest and personality inventories. Within each of these categories, these data can provide answers to such questions as:

(1) What general ability test is used by most schools?

(2) What proportion of schools use the Iowa Tests of Basic Skills at grade 4?

(3) How often (in what grades) do towns of population 5,000 to 10,000 test intelligence?

(4) What time of year are tests of differential aptitude given?

(5) What proportion of schools use three different published IQ tests?

(6) At what grade level is the D.A.T. given?

(7) What is the testing program of a town of population 25,000 to 50,000?

Totals per grade or specific test give the number and percent of the 29 systems, and other totals summate the number of grades the same system uses a test (test occasions). A test occasion is one test given one grade. For example, 3 systems or towns use the Cognitive Abilities Test a total of 5 test occasions. Grade patterns of testing are shown in appendix A. General ability and achievement battery programs are shown by system in Table 13, and time of year for these and testing of differential aptitudes are shown in Table 14.

General Ability

Grade patterns of testing general ability are shown in Table 3. This testing occurs at all grade levels, from pre-kindergarten to grade 12, with three school districts testing in consecutive years and one every year. Most districts test from grade 3 to grade 11, in alternate grades. A pupil can expect to be tested three or four times through the elementary grades and once or twice during senior high school. This is exclusive of external testing programs. Additional tests, such as National Merit and College Entrance Examination Board examinations, are not included in these data, even though one system requires and pays for all juniors to take the NMSQT/PSAT.

Compared with the 1971 survey, the total number of test occasions in the 29 districts of the sample increased from 135 to 153, with the greatest increases in grades 1, 4, 5, 7 and 8, and decreases in grades 10 and 11. Increases were greatest in towns of population 10,000 - 25,000. Reference to table 14 indicates that about half of these testings occur during the fall months and a third in the spring. There seems to be a trend towards spring testing, which represents 34 percent of the testings, compared with 5 percent in 1971.

Table 4 shows the popularity of various published tests by grade: for example, at the seventh grade, seven different tests are in use for sixteen test occasions. The totals at the bottom of the table show the Otis-Lennon most popular with 51 occasions (34%) by 15 districts (52%), over the Lorge-Thorndike in most grades except grade 4. In 1971 the Lorge-Thorndike was most popular. Most systems used two different test series at one time or another throughout the grades. Two have adopted the newer Cognitive Abilities Test; and four the Short-Form Test of Academic Aptitude, used in conjunction with either the '70 California Achievement Tests or the California Tests of Basic Skills, as may be noted from Table 13.

TABLE 3

GRADE PATTERNS FOR TESTING GENERAL ABILITY BY SCHOOL DISTRICT

Town or District	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aa		X				X	P	P	P	X			X		7
Ba					X						X		X		3
Bb					X		X		X			X			4
Ca		X			X			X	X	X					5
Cb						X		X		X	X		X		5
Cc	X*					X		X		X					5
Cd	X	X	X	X	X	X	X	X	X	X	X	X	X	X	14
Da		X					X		X		X				4
Db							X			X			X		3
Dc			X	X	X	X	X	X	X	X	X		X		10
Dd						X	X	X							3
De			X		X		X		X						4
Df		X			X		X			X	X*		X*		8
Dg					X	X	X	X	X	X	X		X		8
Dh							X			X	X		X		4
Ea			X			X				X		X			4
Eb					X		X		X		X	X			5
Ec						X		X				X			3
Ed				X					X						2
Ee					X		X		X					X	4
Fa	X				X		X		X		X*				5
Fb	X					X		X		X			X		5
Fc			X	X	X	X	X	X	X	X	X				9
Fd			X		X		X		X		X		X		6
Fe					X		X		X		X		X		5
Ff						X		X		X	X		X		5
Ga			X		X		X		X		X		X		6
Gb				X			X		X				X		4
Gc						X				X			X		3
Total Occasions	4	5	7	5	15	13	19	12	17	15	17	6	16	2	153
Percent	3	3	5	3	10	8	12	8	11	10	11	4	10	1	99
Total Districts	3	5	7	5	15	13	19	12	17	15	15	6	15	2	
Percent of 29	10	17	24	17	52	45	66	41	59	52	52	21	52	7	

* Two different test given in the same grade.
P Partial testing of the grades for special placement purposes.

TABLE 4

GENERAL ABILITY TESTS USED, BY GRADE, TABULATED BY SCHOOL DISTRICT

Grd.	Name of Test Series														Tot. Diff. Tests	Tot. Test Occa
	Ana Lgn Pot	Cogn Abl Tst	Cal SF TMM	Lorge Thorn dike	NE DT	Otis Qs MAT	Otis-Lennon MAT	Pin Cun	P M A	PP VT	SF T AA	S C A T	Stf Bin et	TO B E		
Pre K										Cc Fb			Cc	Cd	3	4
K								Aa	Cd Df	Ca Da					3	5
1				Ea Ga		Fd	Dc				Cd Fc				5	7
2						Gb	Dc Ed				Cd Fc				3	5
3		Eb	Fe	Ba Ee Fd Ga			BbCaDc DeDfFa				Cd Dg Fc				5	15
4	Dd			Cc Ea Ec Fb Ff			Cb Dc Gc		Aa		Cd Dg Fc				5	13
5		Dd Eb	Fe	Da Ee Fd Ga		Gb	Bb Db Dc De Df Fa				Cd Dg Dh Fc				6	18
6		Dd		Cc Ec Fb Ff			Ca Cb Dc				Cd Dg Fc				4	11
7		Eb	Fe	Da Ee Ga		Fd	Bb Ca Dc De Ed Fa				Cd Dg Fc	Gb			7	16
8				Cc Fb Ff			CaCbDb DcDfGc		Aa		CdDg DhFc	Ea			5	15
9				Ba Da	Eb	Ga	CbDcDf DgDhFa Fe Ff				CdFc	Df Fa			6	16
10					Eb	Ea Ec	Bb				Cd	Gb			5	6
11				Aa Ba		Db Fd Ga	CbDcDf DgDhFb FeFfGc				Cd	Df			5	16
12				Ee							Cd				2	2
Tot Occ	1	5	3	30	2	10	51	1	5	4	29	6	1	1		149
%	1	3	2	20	1	13	34	1	3	3	19	4	1	1		106
istricts	1	2	1	11	1	6	15	1	4	4	4	4	1	1		
% of 29	3	7	3	38	3	21	52	3	14	14	14	14	3	3		

Achievement Batteries

Compared with the 1971 survey, the 29 school systems of the sample have increased their total test occasions by almost 15 percent, with testings showing increases in all grades from grade 1 to grade 12 except in grades six and eleven. The increase was greatest in towns of 10,000 - 50,000 population. However, although five systems tested each grade from grades 1 through 6, and two from grades 3 through 12, only one of these tested all twelve grades, as shown in Table 5. Most of the testing is still concentrated between grades 3 and 8, with testings most likely to be in consecutive grades. A pupil could expect to be tested five times in the elementary grades (1-8) and not at all in the high school grades. One system pre- and post-tested in grades 7 and 8. Reference to Table 14 Appendix B shows that slightly more than half of the test occasions were during the spring term, indicating a possible trend from fall to spring testing, when compared with three years ago, similar to that in general ability testing.

The Iowa Tests of Basic Skills is still by far the most popular achievement battery from grades 3 through 8, as shown in Table 6, with over 47% of 148 test occasions of those grades, and 59% of the systems using it, although three years ago it accounted for 70% of the occasions. Use of the Stanford Achievement Test continues at about 18%, and four systems now use either the California Achievement Test or the California Test of Basic Skills, who did not use them three years ago, to raise their occasions to 20%. Most of the testing in grades 1 and 2 is still shared by the Metropolitan series. For the high school grades, what little testing is done is still mostly either the Cooperative STEP, the NEDT or the California Tests of Basic Skills. With reference to Table 13, about half the system use one test series for all testing, and almost all the rest use no more than two different series.

TABLE 5

GRADE PATTERNS FOR ACHIEVEMENT TEST BATTERIES BY SCHOOL DISTRICT

Town or District	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aa			X		P	P	XP		X				6
Ba				X		X		X	P				4
Bb			X	X	X	X	X	X					6
Ca			X			X		X					3
Cb			X	X	X	X		X					5
Cc				X		X		X					3
Cd	X	X	X	X	X	X	X	X	X	X	X	X	12
Da				X	X		X	X					4
Db			X	X	X	X	X	X					6
Dc	X	X	X	X	X	X	X*	X*		P			11
Dd	X	X	X	X	X	X	X	X					8
De	X	X	X	X	X	X		X					7
Df		X	X	X				X					4
Dg			X	X	X	X	X	X					6
Dh					X			X					2
Ea			X	X	X								3
Eb			X	X	X	X	X		X	X			7
Ec			X	X	X	X	X						5
Ed					X				P				2
Ee				X	X	X		X		X			5
Fa			X		X			X	X				4
Fb			X	X	X	X	X	X					6
Fc	X	X	X	X	X	X	X	X	X				9
Fd			X	X	X	X	X	X					6
Fe				X		X		X					3
Ff			X	X	X	X	X	X	X	X	X	X	10
Ga		X	X	X	X	X	X	X					7
Gb				X	X	X	X			X			5
Gc	X	X	X		X		X						5
Total Occasions	6	8	21	23	24	22	19	23	6	6	2	2	164
Percent	4	5	13	14	15	13	12	14	5	4	1	1	101
Total Districts	6	8	21	23	24	22	17	22	8	6	2	2	
Percent of 29	21	28	72	79	83	76	59	76	28	21	7	7	

*Pre and Post Testing in same year: counted as 2 occasions.
P Test given to less than full enrollment of the grade.

TABLE 6

ACHIEVEMENT BATTERIES USED, BY GRADE, TABULATED BY SCHOOL DISTRICT

Grade	Name of Achievement Battery										Total Diff. Tests	Total Test Occas
	Cal. Ach. Tests	Cal. T.of B.Sk.	Iowa T. of B.Sk.	Iowa T.of Ed.D.	Metr. Ach. T.	Nat. Ed. Dev.T	Stan Ach. T.	Stan Ach. T'73	SRA Ach T.	Coop. STEP		
1	CdFc				Dd* DeGc			Dd*	Dc		4	6*
2	Fc	Cd	Ga		Dd* DeGc			Dd* Df	Dc		6	8*
3	Aa Dg Fc	Cd	DbDd* DeEaEbEc FbFdFfGaGc		Dd*		Fa	BbCa Dd* Df	Cb Dc		7	21*
4	Dg Fc	Cd	BaCcDbDd*Ee DeEaEbEcFb FdFeFfGaGb		Dd*			BaDa Dd* Df	Cb Dc		6	23*
5	Dg Fc	Aa** Cd Dh	DbDd*DeEa EbEcEeFbFd FfGaGbGc		Dd*		Fa	Bb Da Dd*	Cb Dc Ed		7	24*
6	Dg Fc	Aa** Cd	BaCcDbDeEb EcEeFbFd FeFfGaGb		Dd			Bb Ca	Cb Dc		6	22
7	Dg Fc	Aa Aa** Cd	DbDdEb FbFf GaGc				Fd	Bb Da Ec	Dc‡	Gb	7	19
8	Dg Fc	Cd Dh	BaCcDb DdDeDfFb FeFfGa			Ee	Fa Fd	Bb Ca Da	Dc* Cb+		8	23
9	Fc	Aa Cd		Ba*		Eb Ed++				Fa Ff	5	8
10		Cd				Dc++ Eb Ee				Ff Gb	3	6
11		Cd								Ff	2	2
12		Cd								Ff	2	2
Totals	17	18	70	1	10	6	5	22	16	7		164(17
Percent	10	10	41	1	6	3	3	13	9	4		10
Districts	4	3	17	1	3	4	2	6	3	3		
Percent of 29	14	10	59	3	10	14	7	21	10	10		

* Not all schools. Dd counted only for one occasion per grade.
** Special testing in Aa in planning new middle school.
‡ Pretest and posttest.
\+ Test battery was SRA Assessment.
++ NEDT scheduled on request for sizeable groups.

High School Achievement Tests

In view of the relatively light achievement testing with published batteries at the high school level, teachers might be expected to make more extensive use of what are called here single-subject standardized tests. Such testing is often done at the option of the individual teacher, and may not come to the attention of even the department chairman. Therefore, these tests are not likely to be considered a part of the formal testing program of the school, and data on their use have been difficult to obtain and are far from complete in this survey. It is possible that Connecticut high school teachers merely do not use these tests, perhaps because they are not satisfied with the subject matter content or type of learning outcome being measured by published tests currently available. There are also indications that the gap is in the process of being filled by the local use of criterion-referenced tests (see section IX of this report). Since plans for such use usually start in the lower grades and are expanded to the upper grades, they may not become implemented at the high school level for a few years, unless impending accreditation or the shift to P.P.B.S. steps up the timetable.

In the absence of definitive counts of test occasions, it has been possible to ascertain at least some of the publishers' series which are in use in several school systems. Only seven systems reported such information, as indicated in Table 7, with some systems using parts of more than one series. This is approximately half the number so reporting during the 1971 survey. Systems using the Cooperative English, Reading, or STEP Reading Tests are included in Table 10 along with other reading tests. In the limited data summarized in Table 7, tests produced by Harcourt, Brace Jovanovich seem to be used more than other series, compared with the Cooperative series reported during the 1971 survey.

Reading Readiness Tests

Eighty-six percent of the school systems, the same percent as in 1971, reported giving tests of reading readiness, with most districts testing during the kindergarten year. Thirteen districts, five fewer than in 1971, used the Metropolitan, as shown in Table 8.

Other Reading Tests

After the reading readiness testing, a pupil is likely to be tested in reading either as a part of an achievement battery or by a different reading test from two to sixteen times (two to thirteen in 1971), with eight (seven in 1971) times most probably, before graduation from high school, not counting college admissions programs.

Grade patterns for testing reading, including kindergarten readiness tests are shown in Table 9. Fifty-five percent of the systems (62 in 1971) use reading tests (as distinguished from reading parts of general achievement batteries) in the primary grades, forty-one percent (17 in 1971) in grade 6, twenty-four percent (31 in 1971) in grade 9, and thirty-one percent (10 in 1971) tested most of the grades in between. Compared with the 1971 survey, this use of special reading tests practically doubled in grades 4-6, and showed marked increases in towns of populations 25,000 - 100,000 and in those not regionalized with populations of less than 5,000.

TABLE 7

DISTRICTS USING VARIOUS
UPPER-GRADE ACHIEVEMENT SERIES

Tests or Series	Districts
A. C. S. Chemistry	2
Calif. Tests in Social and Related Sciences	1
Cooperative Mathematics Tests	2
Cooperative MLA Foreign Lang.	1
Dubbins Earth Science Test	1
Most of Harcourt, Brace, Jovanovich Series	2
Orleans-Hanna Algebra Prognosis	2
Pimsleur Foreign Language	2
SRA High School Placement Test	1
Stanford Achiev. Test, Science section	1
Stanford Mathematics Achievement	1
Turse Shorthand Aptitude Test	1
Total Different Districts	7
Percent of 29	24

TABLE 8

TESTS OF READING READINESS

TABULATED BY SCHOOL DISTRICT

Test	District	Total	
		N	Percent
Clymer-Barrett	BbCa	2	7
Gates-MacGinitie	Cc*	1	3
Houghlin-Mifflin Reading Inv.	EcFf	2	7
Iowa Primary Test	Dd*	1	3
Ginn	DbEa	2	7
Metropolitan	Ba*Dd*DeDg*DhEbEdEe FdFeGaGbGc	13	45
Murphy-Durrell	DaFb	2	7
Open Court Reading Program	Fc	1	3
Scott-Foresman	CbEb*	2	7
Stanford	Dd*	1	3
None Used	Aa Cd Dc Fa	4	14
Totals (including overlaps)		31	106

*Used for only part of the enrollment.

TABLE 9

GRADE PATTERNS FOR TESTING READING APART FROM ACHIEVEMENT BATTERY TESTING BY SCHOOL DISTRICT

Town or Reg.Dist.	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aa				*				*		*				0
Ba	X-	X	X	X‡	*		*		*	*				5
Bb	X	X	X	*	*	*	*	*	*		X			4
Ca	X		X	*X	X	X	*X	X	*					7
Cb	X	X+	X	*X+	*X	*X	*X		*	X				10
Cc	X	X	X	X	*X	X	*X		*		X			8
Cd		*	*	*	*	*	*	*	*	*	*	*	*	0
Da	X	X‡			*X	*		*	*					4
Db	X	X		*	*	*	*	*	*	X				3
Dc		*X	*X	*X	*X	*	*X	*X	*X		*			7
Dd	X	*	*	*	*	*	*X	*	*		X			3
De	X	*	*	*	*	*	*X		*					2
Df	X	X	*X+	*X	*X		X	X	*					8
Dg	X		X	*	*	*	*	*	*	X				3
Dh	X					*	X		*					2
Ea	X	X	X	*X	*X	*X								6
Eb	X	X	X	*	*	*	*	*		*	*			3
Ec	X	X+	X	X	X	X	*	*						7
Ed	X					*				*				1
Ee	X				*	*	*		*		*			1
Fa		X	X	*X	X	*X	X		*	*X				7
Fb	X	X	X	*X	*X	*X	*X	*X	*X	X		X		11
Fc	X	*X	*X	*X	*X	*X	*X	*	*	*				7
Fd	X			*	*	*	*	*	*					1
Fe	X				*		*		*	X				2
Ff	X	X	X	*X	*X	*X	*X	*	*	X	X	X	X	11
Ga	X			*	*	*	*	*	*					1
Gb	X			*	*	*	*	X			*X			3
Gc	X	*	*	*		*		*						1
Total Occas.	25	18	16	14	12	9	12	5	2	7	5	2	1	128
Percent	20	14	13	11	9	7	9	4	2	5	4	2	1	101
Total Distr.	25	15	15	12	12	9	12	5	2	7	5	2	1	
Percent of 29	86	52	52	41	41	31	41	17	7	24	17	7	3	

* Reading tested as a part of a general achievement battery. Not included in totals.
\+ Two different tests given to same grade.
‡ Both pretest and posttest given.
\- Did not include total enrollment of the grade.

Table 10 identifies the specific reading tests used, and as in the 1971 survey, the Gates-McGinitie series is still the most popular in the early and middle grades, but the Cooperative STEP Reading has joined the Cooperative Reading for grades 9-11.

When achievement battery testings of reading are added to these specifically reading occasions, there appears to be quite general testing of reading through grade 8, but it tapers off rapidly after grade 9. Compared with the 1971 survey, the total of these occasions has increased 14 percent, which is spread fairly evenly in the grades except grades 11 and 12, and except for a drop in grade 7.

Batteries Testing Differential Aptitudes

Regularly required testing of differential aptitudes occurs in 66 percent of the school districts of this survey, the same proportion as in the 1971 survey, but is available on an optional basis at only 10 percent additional districts, compared with 17 percent in 1971. Of the required testings, 63 percent still use the Differential Aptitude Test and the remaining 37 percent use the new Armed Forces Vocational Aptitudes Blank, which is provided without cost to the school.

Table 11 shows the grade levels for both required and optional testings. Compared with the 1971 survey, the required testings increased from 22 to 29 occasions, are still predominantly at the grade 8 and 9 level, and, from Table 13, are still given in the fall.

Interest and Personality Inventories

Interest or personality inventories or other formal devices are used in 72 percent of the school districts of this survey, but required in only 33 percent, compared with 62 and 14 percents from the 1971 survey. In the interests area, the Kuder Preference Record-Vocational was most available, but the Student Career Interest Survey, supplied free by the Boy Scouts of America was used for all high school grades in two systems and is being considered by several others. The Ohio Vocational Interest Survey was dropped by one system and adopted by three others. The Priority Counseling Inventory is being adopted by one system, and the Self-Directed Search was optional at three systems. A School Sentiment Index, from materials from the Instructional Objectives Exchange, has been used by one school system at the ninth grade level.

Table 12 is a summary of tabulations of test occasions by grade level for most of the specific instruments either required or optional in the 29 school systems of this survey.

TABLE 10

READING TESTS, APART FROM READINESS AND ACHIEVEMENT BATTERIES TABULATED BY GRADE AND BY SCHOOL DISTRICT

Test or Series	Grade Level												Totals			
	1	2	3	4	5	6	7	8	9	10	11	12	Occa-sions	Per-cent	Dis-tri-cts	Per-cent of 2
Calif. Phonics						Dd							1	1	1	3
Cooperative Reading									Cb Fb Fe	Bb Cc	Fb		6	6	5	17
Croft Phonics	Cb	Cb	Cb										3	3	1	3
Davis Reading Test									Dg+				1	1	1	3
Durrell			Ba*										2	2	1	3
Gates Rdg. Survey	Ba	Ba				Dd							3	3	2	7
Gates-MacGinitie	Cb Cc Da* Dc Ec Fb	Cc Dc Df Dg Ec Fb	Cc Dc Fb	Cc Dc	Cc	Cc De Dg Dh	Fb	Fb		Bb			26	26	11	38
Ginn Series	Db Ea	Ea	Ea	Ea Fb	Ea Fb	Fb							9	9	3	10
Holt Series				Fc	Fc								2	2	1	3
Houghton-Mifflin Ser.	Ec Fa Ff	Fa Ff	Fa Ff	Fa Ff	Fa Ff								11	11	3	10
Iowa Profiles	Eb	Eb											2	2	1	3
Iowa Silent R. Test									Dg				1	1	1	3
Nelson Rdg. Test				Da									1	1	1	3
Nelson Denny R. Test									Db				1	1	1	3
Open Court Series	Fc	Fc	Fc										3	3	1	3
Scott-Foresman Ser.	Df	Df	Df	Df			Ca‡						5	5	2	7
SRA Diagn. R.T.Survey										Dd			1	1	1	7
SRA Reading			Cb	Cb	Cb	Cb							4	4	1	7
Cooperative STEP Rdg.							Gb		Fa Ff	Ff Gb	Ff	Ff	7	7	3	10
Stanford Diagnostic		Ca	Ca	Ca	Ca	Ca Dc Df	Dc Df	Dc					10	10	3	10
Stanf Ach. Test, Rdg.	Bb	Bb											2	2	1	3
Totals	18	16	13	11	8	11	5	2	8	6	2	1	101	101		

* Pretest and posttest.
\+ High Groups only.
‡ Scott-Foresman Survey Test

TABLE 11

GRADE LEVELS AT WHICH DIFFERENTIAL APTITUDE BATTERIES ARE REQUIRED AND OPTIONAL BY SCHOOL DISTRICT

Grade	Differential Aptitude Test		Armed Forces Voc. Aptitude Blank		Total			
	Required	Optional	Required	Optional	Required N	Required Percent of 29	Optional N	Optional Percent of 29
8	8				8	28		
9	4	1	4	1	8	28	2	7
10	1	2	3	2	4	14	5*	17*
11		1	4	3	4	14	4	14
12		1	5	2	5	17	3	10
Totals	13	5	16	8	29		14	
Number of Different Districts					19		3	
Percent of Districts					66		10	

* Includes a third battery: FACT (not tabulated elsewhere).

TABLE 12

GROUP INTEREST AND PERSONALITY INVENTORIES
REQUIRED AND OPTIONAL
OCCASIONS BY GRADE AND SCHOOL DISTRICTS

Name of Instrument	Grade Level					Total Occasions		Total Districts	
	8	9	10	11	12	Req'd	Opt.	Req'd	Opt.
Calif.Occup.Preference Survey (COPS)		1				1		1	
Kuder Preference Record Personal	1					1		1	
Kuder Preference Record Vocational	1	3	5	6	8	1	22	1	11
Ohio Vocational Interest Survey (OVIS)	1		1	1 1		2	2	2	1
Priority Counseling Inventory		1		1		2		1	
School Sentiment Index (I.O.X.)		1				1		1	
Self-Directed Search (Holland)			1	1	2		4		3
Strong Vocational Interest Blank			2	1	2		5		2
Student Career Interest Survey (Boy Scouts)		2	2	2	2	8		2	
Totals	3	3 5	9 2	9 4	12 2	16	33		
Number of Different Districts								9	13

Note: Required test occasions are underlined.

PRE-KINDERGARTEN SCREENING PROGRAMS

In the 1971 survey the two school districts that were noted as conducting extensive pre-kindergarten screening programs seemed so outstanding as to be listed in the unusual features section. In 1974, twenty-two districts, or 76 percent of the sample, have programs in operation, and of the seven who do not, one has already requested such a program and another has run a program in one of its twelve elementary schools. Only one town specified that the program does not extend to all schools.

In all but two programs, the screening takes place during the spring months preceding the kindergarten year, with one of the two starting in August, and the other during the first weeks of kindergarten.

One district indicated that it interviewed the parent and child together and two used a preliminary questionnaire, but most programs involve observation and examination by a psychologist, speech-hearing specialist, learning disabilities teacher, or nurse. One of the smaller towns operates on a regional basis with neighboring small school systems. Some systems observe the child both in small-group play activities and individually. Most districts use a series of audiometric, vision, and speech and language devices or scales, such as the ABC Inventory, the Wepman, the Berry VMI, or the Gessell scales. One uses a special scale developed for it by a nearby college, and others have devised their own checklists and scales, with names such as The Great Screening Device.

IV

TEST ADMINISTRATION, SCORING, REPORTING AND STORAGE

Test Administration

In one of the smallest towns, the elementary principal administers all the group tests. In one of the largest, a specially-trained corps of substitute or former teachers administers the primary tests, and is also administering some of the general ability tests at the middle grade level. However, in most towns, the classroom teachers administer the achievement tests, and guidance personnel, the ability tests. In some towns the teachers are taking over the ability tests to free the exminers and guidance people for individual testing.

Test Scoring

For grades kindergarten through grade 3, most tests are hand scored. At the middle grades most are scored by machine by the publisher, though in at least three systems they are hand-scored by the teachers. At the high school level only one system still scored all the group tests by hand. One high school uses its own computer, and one school system has its own private test scoring machine (Datronics) that has been useful with informal tests in the school. Most of the middle and upper grade scoring is done by the test publisher, although seven towns of the survey use the scoring service of the College Testing Center and Southern Connecticut State College for part or all of their machine scoring.

Reporting Test Results

In addition to the usual grade equivalents, percentile ranks,

IQs and stanines, local norms are reported for 55 percent of the school systems, and item analyses of achievement batteries for 38 percent of the systems.

In recording test results, most systems use some form of cumulative record, and 79 percent of the systems use pressure sensitive labels for at least some tests. Most of the recording and label-sticking is done by clerks.

Profiles were reported in use in 52 percent of the systems (38 percent in 1971), in connection with general ability, achievement, differential aptitude, or interests batteries. Some schools have devised their own profile forms. Still others have devised special descriptive materials for parents, which are used at conferences and sent home with the parents, with relatively few being sent home via the pupil. Some schools report only orally and at a conference. Some systems have drastically changed their report cards, which heightened interest in parent-school relations. Numerical IQ reports are not given.

Storage of Results

Elementary school results are usually stored in the principal's office, but some are in the classroom. At the junior-senior high school level, they are most likely to be stored in the guidance office, with summaries sent to principal's and superintendent's office. Files are open to teachers, guidance personnel, or "anybody working directly with the pupil." However, there seems to be a movement toward establishing more formal policy on types of file, and a sorting of data into at least two categories: one, a sort of psychological file, that only restricted persons may see, and the other a more general "administrative" file, containing all test results except certain intelligence profiles and quotients.

V

CHANGES IN TESTING PROGRAMS ANTICIPATED NEXT YEAR

Intentions to make some changes in their testing programs for next year were reported by 76 percent of the school systems, compared with 83 percent in 1971. A total of 50 changes were reported, for an average of just over two per system reporting change, and they ranged in importance from shifting test dates and adding item analysis to selecting an achievement battery for eight grades.

There were ten proposals to substitute one test or battery for another, three each for achievement batteries and reading tests, two for general ability tests, and one each reading readiness and interests. Two test occasions for general ability are scheduled for elimination, one high school reading test, and one seventh grade mathematics test, while one system is shuffling its achievement batteries to eliminate grades two and four testing. Twenty-two additions of tests or batteries were reported, of which four were reading, three each general ability, achievement batteries, and personality instruments, two each differential aptitude batteries, interest inventories, and diagnostic mathematics tests, and one each social studies achievement test, diagnostic reading tests, and general diagnostic tests.

Three school systems reported plans to shift testings from one grade to another, all at the high school level, and four intentions to shift testing dates involve testing earlier in the year: two each for general ability and achievement battery testings.

Four proposed changes involving scoring and reporting include adding or eliminating item analysis of achievement batteries, adding local norms and labels, and changing from hand to machine scoring.

Details of proposed changes are listed in the Appendix C.

SUGGESTED WORKSHOPS AND TOPICS OF CONCERN

According to the people who supplied information for the present survey - superintendents, elementary principals, directors of pupil personnel or guidance - institutes and workshops sponsored by the State Department of Education have been very well received. There were some comments that other workshops or conferences, sponsored by other agencies such as test publishers, were easily diverted from the announced topics, or treated the topics at such a beginning level as to be a waste of time for the participants noted above. However, most respondents favored workshops, especially if they did not last all day, or at least not over-night, and the group most often mentioned as needing the workshops was teachers, so perhaps the sophistication of the topics should be aimed at a moderate level.

The preferred location of a workshop is the local town, or as near to it as possible, to allow as little disruption as possible to regular assignments. Regularly scheduled half-day workshops for teachers have been used by some systems for measurement topics. It was noted that in one system, the topics of the workshops are decided by the local teachers association. It was also suggested that workshops be scheduled before the last two months of the school year: May is a busy month.

Suggested topics included broad areas such as instructing children from a wide variety of socio-economic backgrounds, and understanding the basic nature of the learning process to sharpen discrimination of the diagnostic possibilities of test results to informational areas such as comparing achievement batteries and finding out what neighboring towns are doing. Criterion-referenced testing was most often suggested.

More technical problems on the minds of test people concern the discrepancy between the results of general ability and achievement tests, and the general falloff of College Board Scholastic Aptitude Test scores. They also reflect the confusion over introducing the P.P.B.S. System.

UNUSUAL FEATURES OF CERTAIN TESTING PROGRAMS

In the collection of data for this survey from the 29 school districts, some practices appeared outstanding and worthy of special mention. In addition, the inquiry about unusual practices was directed to the second sample of 29 school districts. These practices are:

Town Aa uses percent of error statistics for classroom item analyses of achievement batteries.

Town Aa still trains former and substitute teachers as special kindergarten administrators of general ability tests, and now uses them in higher elementary grades.

Town Az ran a pilot program in 14 selected disadvantaged elementary schools (out of 36 in the city) in diagnostic reading and arithmetic, to be tied into behavioral objectives when completed.

Town Ba has adopted a new report card for K-6 with a checklist format that lends to diagnostic reporting.

Town Bb operates its own Datronics scoring machine for locally-devised tests.

Town Bb has devised a new marking system for K-6 featuring a VS-S-NS scale.

Town Bb has developed new interview-type rating procedures as part of a funded project in art and music.

Town De uses a report sheet for each high school marking period that lists specific objectives and subjective evaluation for each course.

Town Dg has designated one elementary school as a model school (K-4) with special evaluation features.

Towns Dg and Dv offer teachers paid summer curriculum workshops for the development of behavioral objectives.

Town Dh sends a representative to a district reading committee that is studying criterion-referenced reading tests for the local region.

Town Dz has developed its own package of high intensi y reading materials, a prescriptive program for grades 1-6.

Town Dw is developing its behavioral objectives in loose-leaf form for easier later modification.

Town Dw uses as pre-kindergarten screeners the same teachers who will have the pupils in class, trained at the Beers Clinic.

Town Eb has adopted a teacher evaluation mode, including incentive pay of $100 or $200 received just before Christmas.

Town Fb is commencing a special gross screening program for identifying learning disabilities in primary and middle grades, to be abandoned as presently-screened kindergarteners advance through the grades.

Town Fd uses locally-devised report forms to give parents at interviews, particularly distinctive for the display of normal curve marked in broad levels of ability.

Towns Dg and Fc participate in "Valley Norms: developed for neighboring towns on the Stanford Achievement Test and the SFTAA, including expected levels of achievement.

VIII
THE DEVELOPMENT AND USE OF BEHAVIORAL OBJECTIVES IN SCHOOL INSTRUCTION

Ninety percent, or all but three of the twenty-nine towns of the first phase sample of this survey indicated that they have at least plans to start work on developing instructional behavioral objectives, whereas thirteen of the fourteen respondents to the second phase sample, or forty-five percent of that sample so indicated.

In most systems the process of development of behavioral objectives has started with the primary grades, usually with reading, and is working its way up through the grades: in steps consisting of grades 1 and 2, then a grade at a time up to junior high, and finally to the senior high grades, unless the high school has just, or is about to be evaluated by the New England Association, or has revamped its high school curriculum, in which cases the high school has taken the lead. The other impetus has been recent or impending shift to P.P.B.S. In one system scheduled winter workshops fell victim to the December ice storm, and in others the teacher-workshop phase was passed a year or two ago, but several have workshops planned for next year. Some systems incorporate behavioral objectives writing into scheduled committee or departmental work in curriculum revision, and two are scheduling it as a part of special summer workshops.

Committees are already working in at least 16 systems, and are formed and ready to start in 5 more. Some systems are at the stage of philosophy or aims, sometimes called "umbrella objectives," and no system has completed its specific behavioral objectives at all levels, K-12. Objectives for the primary grades are completed in reading by

6 systems, in mathematics by 4 systems. In some cases objectives are completed up through grade 6 in thsee areas. High school committees are presently at work in at least 9 systems, with work completed in one, and scheduled for completion in 4 next year. Special Education programs are completed in 2 systems, and social science in 2, and special honors programs in 1.

Several systems have carefully-devised systems, with specially-trained "team leaders." Others have prescribed time-tables for target dates in each program. Some systems with funded programs have progressed via pilot schools in several program areas at once. Others hav been forced into developing, or at least adopting objectives from the use of published criterion-referenced tests and programs, such as IGE, the Open Court Reading Program, or the Prescriptive or Diagnostic Tests of the publishers. In addition, some have found help from the Instructional Objectives Exchange, or the Behavioral Objectives Exchange of the American Vocational Guidance Association.

IX

THE DEVELOPMENT AND USE OF CRITERION-REFERENCED TESTS

Fifty-five percent, or 16 of the 29 districts of the first phase, and 6 of the 14 respondents to the second phase sample indicated that they are using some kind of criterion-referenced tests somewhere in their systems. Usually such testing represents only a fraction of the total school testing program activities. However, seven districts indicated use of the Wisconsin IGE Program in the early elementary grades, and 2 larger systems have devised their own instruments over a wide grade range with the aid of I.O.X. materials. Primary grade reading tests are used in 10 districts, and mathematics in 9 districts, with mathematics extending to grades 6, 8, and 10 in one district each.

Materials used include Open Court, Croft, McGraw-Hill/CTB, Stanford Diagnostic Tests, IGE, A.A.A.S. Program, and Fountain Valley.

More use of published and locally-constructed criterion-referenced tests seem certain to follow the development of behavioral objectives up through the grades.

X

ATTEMPTS TO MEASURE NON-COGNITIVE OUTCOMES

Forty-five percent of the 29 districts of the first phase indicated they were doing something somewhere in their programs to measure non-cognitive learning outcomes, whereas five of the fourteen respondents of the extra sampling for the second phase did so. Of this total of 18 systems, 8 mentioned the School Sentiment Index taken as a part of Title I Projects, and 3 mentioned instruments derived from the Instructional Objectives Exchange. Other instruments mentioned were the Educational Testing Service's "Decisions," the Coopersmith, and the ESTES Attitude Scale for reading. High School Programs noted were a "Helping Hand" project for the disadvantaged, and a sex education class which involves self-concept scales. There are two funded projects on art and music which involve rating scales in the non-cognitive domains in the middle grades, and one district includes affective outcomes among its locally devised behavioral objectives and criterion-referenced tests at a model school.

All of the efforts described above apply to relatively small segments of the school systems involved. At least one school district has had a committee working on the problem for a year and a half, without showing much progress. One small school district requires teachers to make a written, if subjective, evaluation in September, January, and June to ascertain changes in disposition as well as ability to learn.

Summary

Responsibility for Testing Program

Guidance Directors typically carry responsibility for testing programs. In the larger school districts of the state it is often the function of the Director of Research (or Director of Testing). Either a principal or the superintendent usually assumes such responsibilities in the smaller districts.

Tests in Use

Standardized tests continue to be used at least as much as in 1971, with spring testing currently preferred somewhat to fall testing. The most popular test of general ability is the Otis-Lennon. Among achievement batteries, the Iowa Tests of Basic Skills are used more than any other. Reading readiness tests are used in most school districts, The Metropolitan being the one most often selected. Reading was tested more in 1974 than in 1971, the Gates-McGinitie and the Cooperative STEP Reading test topping the list at the elementary and secondary levels, respectively. Differential aptitudes continue to be tested, often in grade 8 or 9. Interest and personality inventories tend to be made optional in the high schools.

Pre-School Screening

About three-fourths of the districts in the sample have programs of pre-kindergarten screening. Most of these have developed during the past two years. These programs generally involve observation and examination by a variety of professionals.

Changes in Testing Programs

Standardized testing continues to be a major component of local testing programs. However, the trend toward use of alternative testing procedures, particularly criterion-referenced test, continues. The development of instructional objectives also continues, this being related to a number of forces including PPBS, MBO, teacher evaluation and the growing preference for criterion-referenced tests and programs.

APPENDIX A

TOWN OR REGIONAL DISTRICT LISTING OF SPECIFIC TEST SERIES WITH GRADES TESTED FOR GENERAL ABILITY AND ACHIEVEMENT BATTERIES

Town or Reg.Dist. Code	General Ability	Achievement
Aa	Pintner K; PMA 4,8; LTV 11	CAT'70 3; CTBS 7,9
Ba	LT 3,9,11	ITBS 4,6,8; ITED 9
Bb	OL 3,5,7,10	SAT'73 3-8
Ca	PMA K; OL 3,6,7,8	SAT'73 3,6,8
Cb	OL 4,6,8,9,11	SRA 3-6,8
Cc	PPVT & SB Pre-K; LT 4,6,8	ITBS 4,6,8
Cd	TOBE Pre-K;PMA K; SFTAA 1-12	CAT 1; CTBS 2-12
Da	PPVT K; LT 5,7,9	SAT'73 4,5,7,8
Db	OL 5,8; Otis 11	ITBS 3-8
Dc	OL 1-9,11	SRA 1-8; SRA Placement 8; NEDT 10
Dd	ALP 4; CAT 5,6	MAT or SAT 1,2; MAT/SAT/ITBS 3-5; MAT 6;/ITBS 7-8/
De	PMA I; OL 3,5,7	MAT 1,2; ITBS 3-6,8
Df	PMA K; OL 3,5,8,9,11; SCAT 1,11	SAT 2-4; ITBS 8
Dg	SFTAA 3-8; OL 9,11	CAT'70 3-8
Dh	SFTAA 5,8; OL 9,11	CTBS 5,8
Ea	LT 1,4; SCAT 8; Otis 10	ITBS 3-5
Eb	CAT 3,5,7; NEDT 9,10	ITBS 3-7; NEDT 9,10
Ec	LT 4,6; Otis 10	ITBS 3-6; SAT 7
Ed	OL 2,7	SRA 5; NEDT 9
Ee	LT 3,5,7,12	ITBS 4-6; NEDT 8,10
Fa	OL 3,5,7,9; SCAT 9	SAT 3,5,8; STEP 9
Fb	PPVT Pre-K; LT 4,6,8; OL 11	ITBS 3-8
Fc	SFTAA 1-9	CAT'70 1-9
Fd	Otis 1,7,11; LT 3,5	ITBS 3-6; SAT 7,8
Fe	C'63SFTMM 3,5,7; OL 9,11	ITBS 4,6,8
Ff	LT 4,6,8; OL 9,11	ITBS 3-8; STEP 9-12
Ga	LT 1,3,5,7; Otis 9,11	ITBS 2-8
Gb	Otis 2,5; SCAT II 7,10; PSAT 11	ITBS 4-7; STEP II 7,10
Gc	OL 4,8,11	MAT 1,2; ITBS 3,5,7

APPENDIX B

TABLE 14

TIME OF YEAR OF TESTING FOR GENERAL ABILITY, ACHIEVEMENT, AND DIFFERENTIAL APTITUDE TESTINGS

Season	General Ability Test Occasions		Achievement Test Occasions		Differential Aptitude Test Occasions	
	N	Percent	N	Percent	N	Percent
Fall (Sept.-Nov.)	70	52	60	41	10	63
Winter (Dec.-Feb.)	18	13	10	7	4	25
Spring (Mar.-June)	46	34	75	52	2	13
Totals for Which Time Reported	134	99	145	100	16	101

APPENDIX C

DETAILS OF PROPOSED CHANGES FOR NEXT YEAR

A. Substitution of One Test for Another

Type of Test	Town	Grade	From	To
Gen. Ability	Cc	4,6,8	LT	CAT
	Fd	7,11	Otis	CAT
Ach. Battery	Dd	1-8	ITBS	Mat,Sat?
	Ee	4-6	ITBS	SRA
	Ee	8,10	NEDT	TASK
R.Readiness	Dh	K	Metro.	GMacG
Reading	Cc	3-6	GMacG	Stan.DRT
	Dh	6	GMacG	PRI
	Fc	K-3	Open Ct.	Holt Ser.
Interests	Ee	11	OVIS	Str,-Campb.

B. Additions of Tests

Type of Test	Town	Grade	Test
Gen. Ability	Ba	6	LT
	Dh	2,4,6	SFTAA
	Fd	9	CAT
Ach. Battery	Bb	8,10	TASK
	Df	1,5,6	CAT
	Dh	2,4,6	CTBS
Reading	Bb	10	Coop.Eng.
	Cb	2	GMacG
	Df	3-5	GMacG(opt'nl.)
	Dg	5-6	Nelson
	Fb	1-5	local CRT
Diagnostic	Df	1-6	Stan.DMT(Math
	Dh	6	PMI
	Fd	7-12	ITPA & CRT
Social St.	Bb	9-12	Coop. SS
Diff. Apt. Batt.	Da	9	DAT
	Fb	10	DAT CP
	Gb	9	ASVAB
Interests	De	10	Kuder PR'71
Personality	Cd	1-12	Penn. Quest.
	Cd	K	CTP
	Ed	9	Needs Survey

C. Deletions of Tests

Type of Test	Town	Grade	Test
Gen. Ability	Ca	7	OL
	Fb	11	OL
Ach. Battery	Df	2,4	SAT
Reading	Cb	9	Coop.Rdg.
Math. Ach.	Ca	7	SAT-Math.

D. Shift of Grades Tested

Type of Test	Town	From	To	Test
Gen. Ability	Ee	12	10	LT
Diff.Apt.Batt.	Cc	8	9	DAT
Personality	Ca	10	9	PCS

E. Advances in Test Dates

Type of Test	Town	Grade	Test	From	To
Gen. Ability	Da	5,7,9	LT	May	Oct
	Dc	9,11	OL	Mar.	Sept
Ach. Battery	Da	4,5,7,8	SAT	May	Jan
	Ff	9-12	STEP	Apr.	Nov

F. Changes in Scoring or Reporting

Type of Test	Town	Grade	Change
Gen. Ability	Dg	3-8	Labels,L.Norm
Ach. Battery	Da	4,5,7,8	+ item anal.
	Db	3-8	Score by Mach.
	Ff	9-12	- item anal.

APPENDIX D

GLOSSARY OF TESTS USED

ABILITY TESTS		PUBLISHER
Ana. Lng. Pot.	- Analysis of Learning Potential	Harcourt Brace
Cogn. Abl. Tst.	- Cognitive Abilities Test	Houghton Mifflin
Cal.S.F.T.M.M.	- California Test of Mental Maturity	McGraw-Hill
Lorge Thorndike	- Lorge Thorndike Intelligence Test	Houghton Mifflin
N.E.D.T.	- National Education Development Test	Science Research Associatio
Otis Q's M.A.T.	- Otis Quick Scoring Mental Ability Test	Harcourt Brace
Otis-Lennon M.A.T.	- Otis-Lennon Mental Ability Test	Harcourt Brace
Pin. Cun.	- Pintner-Cunningham Primary Test	Harcourt Brace
P.M.A.	- Primary Mental Abilities Test	Science Research Associatio
P.P.V.T.	- Peabody Picture Vocabulary Test	American Guidance Service
S.F.T.A.A.	- Short Form Test of Academic Aptitude	McGraw-Hill
S.C.A.T.	- School and College Ability Test	Educational Testing Service
Stf. Binet	- Stanford Binet Intelligence Scale	Houghton Mifflin
To.B.E.	- Test of Basic Experience	McGraw-Hill

ACHIEVEMENT TESTS		PUBLISHER
Cal. Ach. Tst.	- California Achievement Tests	McGraw-Hill
Cal. T. of B. Sk.	- California Test of Basic Skills	McGraw-Hill
Iowa T. of B. Sk.	- Iowa Test of Basic Skills	Science Research Associatio
Iowa T. of Ed. D.	- Iowa Test of Educational Development	Science Research Associatio
Metr. Ach. T.	- Metropolitan Achievement Tests	Harcourt Brace
Nat. Ed. Dev. T.	- National Educational Development Tests	Science Research Associatio
Stan. Ach. T.	- Stanford Achievement Tests	Harcourt Brace
S.R.A. Ach. T.	- Science Research Achievement Tests	Science Research Associatio
Coop. S.T.E.P.	- Sequential Tests of Educational Progress	Cooperative Test Service